



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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MEMORANDUM

TO: State Board of Education

FROM: Mrs. Heidi Capraro, 2004-2005 Michigan Teacher of the Year

SUBJECT: Report on Teacher of the Year Activities for January 2005

January Activities

- Individuals with Disabilities Act Partnership meeting
Diocese of Kalamazoo Science Committee Meeting, science curriculum alignment with state standards
- Education Policy Fellowship Program (EPFP)
- State Board of Education Meeting
- National Teacher of the Year (NTOY) Program 2005 Dallas Conference
- Northville Public Schools, science curriculum alignment

Reflections

"Leading for Change," was the theme of the 2005 National Teacher of the Year (NTOY) Program Conference in Dallas, Texas. I was honored to be in the company of the state teachers of the year for an outstanding conference. The days were filled with thoughtful dialogue, presentations from leading voices in education, and technology training.

I am filled with gratitude to the SMARTer Kids Foundation for their support of teachers in the United States and the technology training provided to the Teacher of the Year participants. SMARTer Kids Foundation includes technology developed to improve creative interaction between teacher instruction and student learning. Every teacher was given a SMART Board, a Dana by Alpha Smart, a Classroom Performance System (CPS) for immediate assessment of student learning, and an LCD Projector. The learning was challenging, as I was equipped with new technology designed for more effective teaching and engaging learning for my students.

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I await the summer training at the NASA International Space Camp, another gift extended to the TOYS, with great enthusiasm. Most importantly, the conference provided an opportunity to discuss with each other and the presenters, our thoughts on leading for change and the roles we choose to take. I left the conference in awe of the people I met and grateful to have had this occasion to learn from them.

As a member of the Education Policy Fellowship Program (EPFP), I play an active role on a learning team. My team has focused its study on one part of the No Child Left Behind Act. We have entitled our presentation, "From the White House to Your House: How Supplemental Educational Services Translate from Federal Legislation to Policy to Practice." Our purpose is to examine the supplemental services provision of the No Child Left Behind Act, following the development of policy from national to local level, including interpretations and barriers to implementation. The project has been an extraordinary learning opportunity for me. The team I work with represents a diverse background of experiences, professions, and leadership. This project synthesizes the understanding of policy that I have gained through my involvement in the Education Policy Fellowship Program.

I continue to work with districts on aligning their science curriculum with state standards. I believe that districts that offer their teachers an aligned curriculum empower their teachers to instruct with a strong foundation, necessary for successful assessment of their students. Teachers who have well articulated curriculums use these documents as a tool. Teachers who do not have aligned curriculum will have students who struggle with assessments because their teachers cannot provide a seamless curriculum at and across grade levels.